



History end of year expectations – Year 4 All, Most and Some	
<p>A – Chronological Awareness</p>	<p>A1 I can describe and compare different periods from the past making links to periods studied in previous years.</p> <p>ALL: I can describe and compare different periods from the past. SOME: I can describe and compare different periods from the past, noting possible reasons for similarities and differences. MOST: can describe and compare different periods from the past, noting possible reasons for similarities and differences and evidence the impact.</p> <p>A2 ALL: I am aware of how people’s lives have shaped this nation.</p> <p>A3 I can describe the main changes in a period of history e.g. Anglo-Saxons, changes in communication.</p> <p>ALL: I can describe the main changes in a period of history. MOST: I can give describe the main changes in a period of history, giving some of the causes. SOME: I can begin to use evidence to explain why changes happened.</p>
<p>B – Knowledge and Understanding</p>	<p>B1 ALL: I can make connections between local, regional, national and international history e.g. Native Americans, Anglo-Saxons.</p> <p>B2 I can explain some of the main events and give reasons for, and results of, the changes e.g. first antiseptic being used by Joseph Lister.</p> <p>ALL: I can give some of the main events that led to changes in history. MOST: I can explain some of the main events and give reasons for, and results of, the changes. SOME: I can make my own connections between causes of and results of change.</p>
<p>C – Organise, Evaluate and Communication Information</p>	<p>C1 I can understand that aspects of the past have been represented and interpreted in different ways.</p> <p>ALL: I am aware that there are many different sources of information about the same event or period of history. MOST: I can understand that aspects of the past have been represented and interpreted in different ways. SOME: I can make judgments about the reliability of various sources of information.</p> <p>C2 ALL: I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT. e.g. Anglo-Saxon weapons 'online museum', handling artefacts, descriptive writing of being an Anglo-Saxon warrior. SOME: I can choose the best way to communicate ideas. MOST: I can present ideas about the past using variety of genres.</p>
<p>D- Historical Understanding</p>	<p>D1 I can understand more complex, abstract concepts.</p> <p>ALL: I understand some abstract historical terms. MOST: I can understand a range of abstract historical terms. SOME: I can use a range of abstract historical terms appropriately.</p>
<p>E – Historical Enquiry</p>	<p>E1 I can think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past e.g. about the sinking of the Titanic.</p> <p>ALL: I can ask increasingly valid questions about the past from a range of sources and artefacts. MOST: I can ask questions about sources and artefacts to create a picture about the past. SOME: I can ask valid questions and choose the most relevant sources to form answers about the past.</p>